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New Ways of Learning, Knowing, and Working: Diversifying Graduate Student Career Options Through Community Engagement

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> We should expect holders of the highest academic degree not simply to know a great deal but to know what to do with what they know.…
> —Woodrow Wilson Foundation, *The Responsive Ph.D.*

INCREASINGLY, graduate students in U.S. social sciences and humanities programs are gaining employment outside of traditional, tenure-track positions and indeed, outside of colleges and universities.[1] This shift reflects many factors, including an oversupply of candidates in many fields; decreased state and local funding to universities and subsequent institutional consolidation with fewer tenure-track positions; and a search for greater relevance among some students, including many students of color. The need to prepare graduate students for success in a broad array of nonacademic fields has captured the attention of authorities such as the Woodrow Wilson Foundation, with its Responsive Ph.D. program (Woodrow Wilson Foundation 2005; see also American Association of Universities 1998; Clement and Crider 2006; Nyquist and Wulff 2006). Many universities are reexamining graduate education on their campuses in light of changing career opportunities and the relevant skills and experiences these require.

For graduate students, community engagement can provide valuable professional skills and experiences that lead to nonacademic careers in business, government (including federal and state agencies), nonprofit organizations, and cultural institutions, and to non-faculty careers on campus in research organizations, outreach, and government relations. In this chapter, we examine how community engagement may help graduate students in the humanities and social sciences prepare for successful careers outside of academia. Preparing for nonacademic careers in humanities and social sciences presents special challenges compared to seeking nonacademic jobs in science and

engineering, since the latter may be more prevalent and also more aligned with traditional graduate student preparation and focus on research.

Our analysis draws on two case studies from the University of California, Irvine: Humanities Out There (HOT) and the Community Scholars program. Together, the two programs provide graduate students from the humanities (especially English and history) and the social sciences (especially urban planning and public policy) with experience and training in areas such as curriculum development, K–12 classroom teaching, public speaking, grant proposal writing, applied research, report writing, and program evaluation. We examine these cases to highlight opportunities and challenges in linking graduate student engagement to nonacademic career preparation. Issues include the appropriate focus for graduate student activities, faculty support for nonacademic career paths and for graduate student engagement, the need for additional and distinct mentors for graduate students, and institutional funding support. We conclude with recommendations for employing engagement initiatives in ways that enhance graduate students' readiness for careers outside academia.

We define engagement as "the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good" (Civic Engagement Benchmarking Task Force 2005; in Bloomfield 2005, 3). Engagement involves activities such as service learning, community-based and applied research, and outreach.

Changing Career Opportunities for Graduate Students

Career opportunities for graduate students (especially doctoral students) are changing. At one time, doctoral education in most fields was regarded primarily as training for tenure-track faculty positions in colleges and universities. The likelihood that graduates will land such positions has decreased in recent decades (American Association of Universities 2001; Martin 2007). The percentage of full-time faculty positions that are tenure track has declined from 56% in 1993–94 to 49.6% in 2005–06 (IES, National Center for Educational Statistics, 2008; see also American Association of Universities 2001; Martin 2007). In the social sciences (including history), only 63.4% Ph.D. recipients were tenured or in tenure-track positions when surveyed five years after completing the Ph.D. (Nerad et al. 2007). Increasingly, tenure-track positions are replaced by contingent positions (part time, contract, or

non-tenure-track). In 2003, fully 65% of all faculty positions were contingent (Martin 2007). Contingent positions are generally less desirable than tenure-track jobs, since contingent positions often offer lower rates of compensation, reduced job stability, and limited opportunities for participation in the full range of academic responsibilities (including research and service as well as teaching).

There are other signs of a changing job market for graduates of doctoral programs. A growing number of Ph.D. recipients are still seeking positions upon completion of their doctoral programs (American Association of Universities 1998). The number of doctoral graduates going into post-doc positions rather than permanent employment is also rising.

At the same time, the percentage of new Ph.D.'s working outside of academia is significant. In 2006, of those doctoral recipients who had firm commitments of employment upon graduation, only about half (54%) planned to work at educational institutions (Survey of Earned Doctorates 2009). A significant number of these Ph.D. recipients (18.2.%) were instead employed in business, government, or nonprofit organizations.

Doctoral students of color are even more likely to seek non-academic careers than are their non-minority peers (Golde and Dore 2001; in Woodrow Wilson Foundation 2005). In seeking nonacademic positions, students of color may be motivated by institutional barriers and by financial hardship and family commitments. Students of color often pursue higher education, in part, as a way to gain skills and knowledge that will benefit their communities. Thus, institutional culture that emphasizes "basic" research and that stigmatizes applied and community-based work may diminish the perception of universities as welcoming work environments for students of color. At the same time, the accumulation of significant debt while in graduate school often forces students of color to look for jobs outside the academy, where prospects may be more numerous, salaries more competitive, and opportunities for advancement greater. Additionally, family commitments can place limits on the geographic parameters for academic employment for some students of color (Latina Feminist Group 2001; Meyer 2008).[2]

There is a growing consensus among leaders in higher education that the graduate curriculum should equip students with the knowledge, skills, and experiences for a broad range of careers, including those outside of academia (American Association of Universities 1998; Nyquist and Wulff 2006). In social sciences and the humanities, non-academic careers include those in public history, technical writing, testing and assessment, training, market research, policy research, program evaluation, and nonprofit management, among others.

Skills Needed for Nonacademic Careers

Preparation for nonacademic careers is a lengthy process, akin to preparing for academic careers. A wide range of skills and experiences are required for success in nonacademic careers. These include the following:

Research/analytical skills

- Critical thinking skills
- Finding new information quickly
- Understanding complex contexts
- Thinking on one's feet
- Solving problems and identifying solutions
- Asking relevant research questions
- Conducting interdisciplinary research
- Using multiple research methods
- Interviewing skills
- Setting up databases
- Data analysis and interpretation skills and experience
- Designing research aimed at social change
- Experience in marketing research, program evaluation, assessment, Geographic Information Systems (GIS), survey research, etc.

Communication skills

- Conveying complex information and ideas to a non-expert audience
- Writing at all levels (websites, flyers, abstracts, reports, editorials, etc.)
- Speaking effectively before large groups and diverse audiences, including non-experts
- Basic skills in visual communications
- Editing

Entrepreneurial skills and experiences

- Writing effective grant proposals
- Computer and technical aptitude
- Imagination and creativity
- Track record of achievement
- Managing, motivating, evaluating others
- Experience in training, e-learning, curricular design and delivery
- Consulting, program development, venture/business planning, and project management

- Securing resources to support work
- Work experience in setting where seeking employment (nonprofit, government, etc.)

Effective personal skills

- Persuasion, social advocacy
- Leadership
- Listening skills
- Self-directed work habits (entrepreneurial spirit, ability to work independently)
- Flexibility, ability to change, willingness to learn
- Navigating complex bureaucratic environments, political savvy
- Performing under pressure and managing several projects simultaneously
- Delivering results quickly and keeping projects focused towards completion

Effective interpersonal skills

- Teamwork and collaboration
- Sharing power
- Negotiating competing agendas
- Social skills—ability to interact successfully with others
- Working effectively with diverse people
- Sense of ethics and responsiveness to community concerns, ability to empathize
- Capacity to develop trust, earn respect of communities[3]

Graduate students' success in the nonacademic job search is hindered by stereotypes about Ph.D.'s among potential employers. Stereotypically, Ph.D.'s are viewed as arrogant, lacking in common sense, and unable to communicate succinctly (Bryant 2005). Ph.D.'s are typecast as antisocial beings, unable to collaborate, uninterested in "real world" issues, and unable to function in office environments. Some employers fear that Ph.D.'s will leave nonacademic jobs when tempting faculty positions become available. A track record of involvement and of progressively increasing responsibility in engagement initiatives can provide evidence that counteracts these stereotypes and can allow doctoral students to develop desirable skills and traits.

Graduate Student Involvement in Community Engagement

Historically, community engagement has been largely tied to undergraduate education. Once students enter graduate programs, "far

too often they shelve their civic interests, relegating them to the indulgences of a 'youthful past', to focus on the more 'serious' and mature challenge of professional training" (Stanton and Wagner 2006, 2). Barriers to engagement in graduate education, especially for doctoral students, are many. These barriers include mentors' limited knowledge about public scholarship, a lack of community engagement initiatives or conversations as part of graduate training, the requirement of a full-time commitment to academic studies, and emphasis on "basic" rather than "applied" research. Limited opportunities for financial support tied to engaged scholarship may also pose an obstacle.

A challenge for proponents of graduate engagement has been identifying the relevance of engagement for graduate education and professional development. KerryAnn O'Meara (2008) proposes that discussions of community engagement should be linked to early-career socialization processes for graduate students. She offers four assumptions for establishing community engagement in graduation education.

> One assumption is that there are concrete ways to connect graduate study to societal needs. A second is that doing so revitalizes graduate education while contributing significantly to society. A third assumption is that isolating doctoral programs from society limits the creativity, sense of responsibility, knowledge and skill development of future scholars. A fourth assumption is that the knowledge, skills, and values that graduate students acquire will also help them grow as professionals who find satisfaction in integrating different kinds of faculty work. (40)

In this context, community engagement can be seen as a vehicle for disrupting conventional ideas about and practices in graduate education while renewing thinking about "learning, knowing, and doing within disciplines" (O'Meara 2008, 40). The idea of engagement as creating new ways of learning, knowing, and doing also applies to the preparation of graduate students for nonacademic careers.

Doctoral training provides students with diverse skill sets, including the ability to analyze important problems, conduct independent research, write and present findings and recommendations, and teach others (Clement and Crider 2006). Engagement initiatives allow graduate students to employ skills they may already have from public, nonprofit, or educational work prior to entering graduate school. Graduate students' skills are an important source of tangible expertise that universities can bring to the table as they seek to partner with local communities. Moreover, through participation in engagement activities

graduate students gain additional skills that may not be exercised in their dissertation research and teaching duties, such as overseeing budgets, planning and evaluating programs, political involvement, and working with diverse populations.

Further, engagement initiatives allow students to enhance personal and interpersonal skills. Through community engagement, graduate students meet professionals from outside the academy and thus expand their networks to include additional mentors with potential job leads. Community contacts challenge graduate students to learn (or relearn) how to communicate with individuals outside their disciplines and outside the university. Through engagement, graduate students demonstrate their commitment to public issues and their ability to work in teams and to function outside the academy. Engagement initiatives also offer graduate students concrete experiences in the kind of settings where they may seek future employment (e.g., nonprofits, local government). Such experiences are essential for future employ-ability (Bryant 2005). In summary, community engagement enhances graduate students' career preparation by grounding their academic training, extending their experiences, and diversifying their personal and professional repertoire and approaches.

Incorporating community engagement into graduate education raises questions for universities and graduate departments, and requires new thinking about graduate training and development. The following case studies reveal some of the opportunities—and questions—tied to such involvement.

Case Studies of Graduate Engagement at the University of California, Irvine

The University of California, Irvine has been working to institu-tionalize civic and community engagement on its campus (see UCI Committee on Civic and Community Engagement 2009). As a research university, UCI has a special interest in engagement initiatives in-volving graduate programs and students. Two such initiatives are Humanities Out There (HOT) and the Community Scholars program. We present these cases as examples of how engagement programs can prepare graduate students for careers outside of academia. We also analyze these cases for the questions they raise about nonacademic career preparation.

Humanities Out There (HOT)

Humanities Out There is a flexible, creative partnership program between UC Irvine's School of Humanities and Orange County school districts that serves predominately low-income, Latino students.

Although the HOT model can be applied to any humanities classroom, HOT allows UCI's School of Humanities to reaffirm its commitment to underrepresented local students. HOT brings together public middle- and high-school teachers, graduate students, and undergraduate tutors in a shared enterprise of transforming recent scholarship into age-appropriate curricula calibrated to state standards in the form of lesson plans emphasizing critical thinking and writing skills. Thematic modules are presented in a series of classroom workshops, taught by teams of advanced graduate student leaders and undergraduate tutors working in collaboration with sponsoring teachers. The tutors them-selves reflect the diversity of UCI's student body. During the course of the workshops, tutors become informal mentors who encourage aspirations to a college education (HOT 2009; UCI History Project 2009).

Founded in 1997, HOT has provided graduate students with opportunities to create lesson plans, shadow veteran teachers, mentor and manage undergraduate tutors, and implement assessment measures. Since 2001, 70 graduate student leaders, primarily from UCI's Departments of History and English, have worked with over 2,200 undergraduates in delivering curriculum to over 5,100 Santa Ana middle- and high-school students. Furthermore, 30 booklets in history and literature are in print, each containing multiple lesson plans.[4] Designed by the graduate leaders, the World and U.S. History units have had wide distribution through the California History–Social Science Project, a network of professional development seminars for teachers (Winters 2009). Humanities Out There does not have stable institutional funding, but cobbles together monies on a year-to-year basis to support graduate students with a 50% teaching assistantship, a level mandated by their union local in light of the work involved (this is discussed in more detail below).

For several HOT history workshop leaders, community engage-ment becomes a career path outside the academy. Three former HOT leaders are employed full time in UCI's California History–Social Science Project (CHSSP) and in the UCI Center for Educational Partnerships (CFEP), with one serving as CFEP's executive director. Five others, currently assistant professors at other campuses, apply the skills they learned in HOT in their new roles as historians involved in teacher education. HOT graduate students learn about pre- and post-test assessment and are involved in designing and implementing the tools for measuring learning outcomes for their Santa Ana pupils. Given the increased emphasis on accountability, as evidenced by the accreditation standards of the Western Association of Schools and Colleges' new assessment protocol (Western Association of Schools and

Colleges 2008), the familiarity of HOT leaders with creating and evaluating assessment measures will no doubt prove valuable to their future academic departments.

The most engaged HOT graduate leaders make a difference and measure it, too. Their ability to translate scholarship into accessible lesson plans, to work in partnership with others, to supervise a team of undergraduate tutors, and to create a classroom environment where learning is fun can be transferred to a variety of career settings outside the academy, including teacher education programs, private foundations, museums, and nonprofit community-based organizations (Winters 2009). As an innovative humanities partnership program, HOT reinforces the relevance of the humanities to building capacity and the public good. In the elegant words of founding UCI faculty member and celebrated poet James McMichael, "Capacity is both how much a thing holds and how much it can do" (McMichael 2006, 19). HOT demonstrates to UCI university faculty and administrators and to local school officials and teachers, how the humanities builds capacity in students at all levels.

COPC Community Scholars

UCI's Community Outreach Partnership Center (COPC) connects graduate students and faculty with community organizations to address local problems and concerns. Two COPC programs are particularly relevant in preparing graduate students for nonacademic careers: the Community Scholars program and a related set of COPC-sponsored, skill-based courses taught by professionals in urban planning and other fields.

The Community Scholars program connects masters and doctoral students in social science disciplines with community organizations to conduct applied research projects tied to pressing local needs. Each year, COPC issues a call for projects to advocacy and nonprofit organizations in the region. Submitting organizations describe their needs for specific research and/or technical assistance, and discuss how their proposed projects advance public impact, community building, and/or policy reform. Organizations also agree to serve as "clients" for projects they propose. All project proposals are reviewed by COPC staff before the list is disseminated to graduate students across campus.

 Aiming to fulfill appropriate degree requirements, graduate students may elect to conduct a research or planning project from the list. (Most students use the Community Scholars program to complete the Professional Report requirement of the master's degree in Urban and Regional Planning or to conduct second-year Ph.D. research projects.) These students submit applications to become Community

Scholars. Accepted students receive a modest stipend and a small budget to cover project expenses. In return, Community Scholars are expected to consult regularly with their "client" organizations, conduct the requested research projects, and provide clients with professional-quality reports addressing the relevant community issues. In addition, Community Scholars attend a year-long training workshop that explores community-based research methods and ethics, and emphasizes the communication of research findings to diverse audiences (UCI Community Outreach Partnership Center 2009).

Many of the same "client" partner organizations participate every year. Clients include Orange County Communities Organized for Responsible Development (OCCORD), the United Way of Orange County, the Orange County Congregation Community Organization (OCCCO), and the Neighborhood Housing Services of Orange County (NHSOC), among others. In 2008–09, the program included nine Community Scholars and nine partner organizations. Past Community Scholars are now employed in settings that include private planning consulting firms, city agencies, and nonprofit organizations such as the Orange County Family and Children's Commission and the Service Employees' International Union.

COPC also sponsors graduate classes taught by local professionals and leaders of community organizations. These courses focus on professional skill development, including labor organizing, neighborhood planning, and grant writing for nonprofit organizations. Most COPC-sponsored courses involve a public impact project. The courses are designed to enhance graduate students' skills and to tie UCI knowledge-production activities to pressing community concerns. COPC covers the cost of hiring adjunct faculty instructors and also supports course activities (e.g., guest speakers, site visits, presentations to project clients). COPC-sponsored courses are popular with graduate students from urban planning, sociology, anthropology, and criminology. Course instructors also benefit by focusing engaged projects on activities tied to the instructors' own professional responsibilities and interests. Course instructors further gain from the relationships they establish with the university and with COPC staff, which have led to collaborative grant writing and other joint projects. Funding for the Community Scholars and for COPC-sponsored courses derives from extramural grants and institutional support.

Through these programs, graduate students engage with complex social issues in local settings, where their work must be informed by the tacit knowledge of community members and where results are expected to improve the lives of local people. More generally, COPC programs demonstrate to graduate students the pressing need for

applied research that assists in real-world problem solving. These programs fulfill degree requirements and, at the same time, give graduate students a broader view of the applicability of their knowledge and skills in nonacademic settings.

Issues to Consider in Graduate Student Engagement to Support Nonacademic Careers

These case studies uncover critical issues that universities and graduate programs must consider in expanding graduate student involvement in community engagement and in preparing graduate students for nonacademic careers.

Need to Reconcile Graduate Curricula with Enhanced Graduate Student Engagement

The demands of engagement activities must be reconciled with graduate program curricula and objectives. If we seek to promote graduate student engagement, we must think carefully about how this can occur, not as an "add-on," but rather as an integral part of student development. For example, the Community Scholars program has succeeded, in part, because it builds on the existing structure for the Professional Report requirement in UCI's master's program in Urban and Regional Planning. It has been more challenging to adapt the Community Scholars program to engage doctoral students in urban planning and elsewhere on campus. O'Meara (2008) suggests that engagement should be incorporated throughout the graduate student career with experiences that progress from, for example, learning about community-based research methods and serving as a teaching assistant in a service-learning course, to conducting applied research and overseeing other students in engaged projects.

Increasing engagement raises questions about the appropriate focus of activities for graduate students in the social sciences and humanities, and especially for doctoral students. Should doctoral students' time, for example, be spent writing community-oriented reports and developing K–12 curricula, or should energy be concentrated solely on producing scholarly publications? Should students confine their employment while in school to research and teaching assistantships, or would internships in business, government, or cultural institutions also be appropriate (Johnson 2009; Nyquist and Wulff 2006)? Is community-based research an acceptable methodology for dissertation projects? Recognizing that many doctoral students will seek nonacademic careers may help faculty and graduate programs to broaden their thinking about appropriate work for students.

Rather than lengthening the graduate program by adding new

expectations, increasing graduate engagement may help to address the "time-to-degree" problem. Indeed, the fields with the poorest prospects for tenure-track academic jobs (history, English) have the longest time-to-degree (Woodrow Wilson Foundation 2005). Students often are reluctant to leave the university without a position in hand. By equipping students with relevant skills and experiences to succeed in non-academic pursuits, we may help to smooth students' progress through the degree program and into meaningful employment.

This issue is part of a larger conversation on the status and value of the humanities in higher education and in public life. Civic engagement initiatives are one way for humanities programs to demonstrate that value to their students and to others. For example, history doctoral candidates at Drew University participate in public humanities internships as part of their graduate training. In the words of Drew historian Jonathan Rose, "We recognize that we must train … students for something more than careers as college-level teachers. And we have to move those students briskly to graduation without exploiting them as cheap academic labor" (2009, 37). Diversifying career options is not a new response to the current economic crisis. In 1999, the Townsend Center for the Humanities at the University of California, Berkeley sponsored a benchmark conference on the future of doctoral education in the humanities (Sommer 1999). The debate on the size, scope, and nature of graduate education has intensified in recent years, however, as searches for tenure-track positions have been routinely cancelled, postponed, or suspended. As the dean of Arts and Sciences at New York University, Catherine Simpson, colorfully explains: "'This is the year of no jobs'…. Ph.D.s are stacked up … like planes hovering over La Guardia" (Cohen 2009a).

Need to Increase Faculty Support for Nonacademic Career Options and for Graduate Student Engagement

Graduate students express a deep desire to connect their disciplines with public problems, and to use their knowledge to assist their communities (Bloomfield 2005). Social responsibility emerged as a top agenda item for doctoral students at the 2003 National Conference on Graduate Student Leadership (Woodrow Wilson Foundation 2005). More than half of all doctoral students reported that they would like to be involved in some form of community service, but less than one in five reported having the opportunity to do so. Graduate students further note that they feel unprepared for work that connects their scholarship with the needs of society (O'Meara 2008).

More faculty support is needed to accommodate graduate student engagement. Proponents of graduate student engagement must work

with faculty to challenge the idea that students should emulate their mentors' careers (Woodrow Wilson Foundation 2005). We also need to continue to educate faculty about engagement and to reassure them that engagement is not just "service," but rather is central to the scholarship of the university.

Faculty attitudes can be shaped by the efforts of major disciplinary organizations, which can do more to encourage engaged professional behavior (Bloomfield 2005). This could include support for presenting engaged work at conferences and publishing engaged scholarship in disciplinary journals. Many disciplines already incorporate a focus on engagement in their work; for instance, anthropology, sociology, and history boast public scholarship programs (O'Meara 2007). Recognition of public scholarship by the disciplines will help to socialize and support engaged graduate students.

At UCI, recent activities evidence a growing support for engaged research and teaching/learning on campus. The university recently established a campus-wide committee to institutionalize engaged research, teaching/learning, and outreach. UCI created a new administrative position, the director of engagement, and approved a new minor in civic and community engagement. In 2010, UCI initiated a new award for engaged teaching. In addition, UCI has for two years hosted an annual, regional conference on campus–community engagement (organized by COPC). This growing support for engagement may encourage UCI graduate students to become involved in these activities.

Need to Involve Additional People in Graduate Education

More and different people must be involved in preparing graduate students for success in nonacademic careers. What is needed is an active partnership between professors and leaders in business, government, cultural institutions, schools, and community and nonprofit organizations (Nyquist and Wulff 2006; Woodrow Wilson Foundation 2005). Graduate schools and programs may also partner with their career centers and alumni offices to build a more complete picture of career options for their graduates.

Graduate education is typically regarded as the province of tenured or tenure-track faculty, especially those at research universities. If graduate students are to participate meaningfully in engagement, however, students will also need sustained opportunities to learn from other kinds of people. This is especially critical when faculty do not have experience or understanding of principles or practices of engagement. In UCI's Community Scholars program, for example, the program director struggled to secure faculty to offer graduate courses that

develop professional skills relevant to community-based projects—the kind of skills and experiences, that is, sought by community partners and nonacademic employers. COPC eventually found success by hiring adjunct faculty who are professionals in other areas (neighborhood planning, grant writing, etc.) to teach these courses. These adjunct faculty—who teach courses after their day jobs as nonprofit and public sector leaders—offer students alternative models for creating social change.[5] Some regular faculty continue to see such courses as more relevant for master's rather than for doctoral students. Also, institutional barriers may restrict the use of non-tenure-stream faculty to teach graduate courses. With regard to HOT, colleagues in the history department acknowledge the valuable skill sets acquired through participation in the program and actively promote graduate student involvement. As HOT director Lynn Mally observed in personal communication, "the program makes graduate students consider how the highly specialized material that they are learning can be conveyed to a broader audience. It is an incredible training ground for graduate students going into teaching at any level, since they are in charge of the content and the methods to convey that content."

To succeed in nonacademic careers, graduate students also must network with others outside the university. Involvement in engagement can provide graduate students with valuable career connections. By participating in campus engagement workshops, lectures, and events, graduate students can meet other engaged faculty, professional staff, and graduate students on their campuses. These individuals can be mentors and may provide internships, employment opportunities, and future job references. For example, through his involvement in organizing the COPC regional engagement conference described earlier, Michael Powe, the graduate student co-author of this chapter, built relationships with faculty members outside of his home department. This led to summer employment as a research assistant for a faculty member in Asian American Studies, and also to participation in a campus committee to design a new service-learning, study-abroad course. By attending regional and national conferences on engaged scholarship (and especially by participating on panels or moderating sessions), graduate students can also connect to the broader community of engaged scholars in their disciplines and beyond.[6]

Need to Reconsider How Graduate Students Are Funded

We must visit the question of funding for graduate students to promote engagement and to prepare students for nonacademic careers. Graduate students are typically supported through research or teaching assistantships or through fellowships while they conduct their

dissertation research. To be viable, engagement must satisfy course requirements and/or provide adequate financial support for graduate students, including the cost of tuition and health insurance as well as salaries. Supporting graduate students is prohibitively expensive for many of the sources that fund engaged work, such as foundations, local governments, or nonprofit organizations. Further, universities are not competitive in applying to conduct community-based projects (evaluations, assessments, technical assistance, etc.) if the full cost of employing graduate students is included as part of the budget.

As one example, HOT graduate student leaders receive compensation equal to that of a half-time teaching assistant—approximately $25,000 in stipends and fees per academic year, including health insurance. The School of Humanities and the Graduate Division each fund two graduate students and UCI's Center for Educational Partnerships (CFEP) has matched with support for an additional four. While the National Endowment for the Humanities and the Woodrow Wilson Foundation once provided significant awards that underwrote the creation and publication of lessons plans as well as contributed to the funding of several cohorts of HOT graduate leaders, these grants expired several years ago. With a few notable exceptions, such as Dr. Fariborz Maseeh, private local philanthropists show little interest in graduate education in the humanities, or they lack resources to endow a full graduate fellowship. Furthermore, school districts are not in a financial position to contribute monetarily to the program at this scale. The lack of sustained financial support for graduate students in the project impedes long-range planning and is a source of persistent anxiety for the dean of the School of Humanities, the HOT faculty director, and graduate students themselves. Of course, this predicament reflects the larger issue of where the humanities fit in contemporary public education. Some humanists emphasize the relevance of a liberal arts education—the instrumental abilities to think critically, write clearly, and to weigh interpretations—while others decry what they consider a "service" model as they underscore the intrinsic value in contemplating the human condition. The place of humanities in a large research university remains contested. Through engagement, graduate students and their mentors can contribute to the larger project of justifying the humanities (Cohen 2009b).[7]

Universities must identify new ways to support graduate student engagement, such as through fellowships for public scholarship, assistantships for engagement activities, and tuition remissions for students who are employed in internships and related projects off campus. For example, UCI recently created a new, campus-wide "Public Impact Fellowship Award" to recognize graduate students who

are involved in engaged research. Proponents of public scholarship must also investigate ways to facilitate graduate student involvement through channels other than paid employment, such as by accommodating internships for course credit and by building engagement into other aspects of the curriculum.

Conclusions and Recommendations

Increased community engagement by graduate students will have many other benefits, in addition to preparing students for nonacademic careers. Engagement will help recruit and retain graduate students and faculty of color. Many students and faculty of color have a desire to engage with communities outside their campus and to use their scholarship to address critical issues in the local context (Woodrow Wilson Foundation 2005). This commitment begins with students' lived experiences, which instill in many a sense of community obligation. In addition, taking courses in ethnic studies and related areas enriches students' understanding of the historical roots of contemporary struggles within their communities. This combination of lived experience and educational expertise contributes to innovative approaches to community partnerships. According to historian George Sánchez,

> American Studies and Ethnic Studies programs and departments … house scholars who focus on race and ethnicity across a wide range of minority groups in the United States and abroad. Collectively, these strengths give [them] a certain intellectual power to engage with diversified communities facing a host of difficult and complex social and cultural issues now and in the future. (2008, 6)

Through engagement, graduate students may form new ideas about what constitutes scholarship and about how knowledge is produced. They may ask new questions and seek different types of answers.

Those students who do pursue faculty careers will benefit from engagement in terms of their future teaching and research. Even if graduate students do not remain engaged in later years, this experience may enhance their ability to evaluate their colleagues' engaged scholarship—for example, during reviews for promotion, in peer review of articles submitted for publication, and in assessing grant applications (O'Meara 2008). Finally, graduate students represent an important resource and a source of expertise that universities can bring to the table as they seek to partner with local communities.

At this critical juncture in graduate education, we are better served to think of graduate students not as the next generation of teacher-

scholars but, more broadly, as the next generation of intellectual leaders (Woodrow Wilson Foundation 2005). Community engagement represents a critical tool in preparing students for these roles.

Notes

1. The authors would like to thank Christine Kelly for her helpful comments and Peggie Winters, Rosie Humphreys, and Lynn Mally for their research support.

2. A recent edited volume by Mary Howard-Hamilton and colleagues (2009) sheds light on these and other issues faced by graduate students of color.

3. Sources include Bryant 2005; Johnson 2009; O'Meara 2007; O'Meara 2008; University of San Diego Career Services Center 2009; Woodrow Wilson Foundation 2005.

4. These booklets are available by request from Peggie Winters, Humanities Out There, School of Humanities, UC Irvine, Irvine, CA 92697.

5. The employment of adjunct faculty to teach professional skills courses also raises questions, since these adjunct faculty face some of the issues raised earlier, such as low salaries for teaching. At the same time, since these adjunct faculty are typically full-time professionals in other fields, some concerns regarding adjunct employment do not apply (e.g., lack of benefits). Also, as noted earlier, adjunct faculty who teach professional skills courses benefit from opportunities to build relationships with university faculty and staff, and from opportunities to develop student projects related to their own professional responsibilities.

6. Such conferences include the Continuum of Service Conference organized by Western Campus Compact offices, the annual meeting of the Coalition of Urban and Metropolitan Universities (CUMU), and the International Conference on Service Learning and Community Engagement Research, among others.

7. For an insightful overview of the relevance of humanities education, see Laurence (2009).

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